RI EARLY LEARNING & DEVELOPMENT STANDARDS

The Rhode Island Department of Education (RIDE)

2014 Early Learning and Development Standards Curriculum Overview and Alignment Resources

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I.   **Definition of Curriculum**

Within the RI Early Learning and Development Standards (RIELDS) Curriculum is defined as "An evidence-based written plan that describes program practices for supporting the learning of each child based on their individual developmental levels, learning styles, and interests and is informed by the RI Early Learning and Development Standards and/or Common Core State Standards/Grade Level Expectations for Kindergarten" (Early Learning and Development Standards, p. 65).

Additionally, within RIELDS professional development Curriculum is further defined as having four critical components. These include:

- Content- What children should know, Understand and be able to do
- Context- Environment, Routines/Schedules, Materials and Group Size
- Teaching and Facilitating- Teacher's Role, Relationships, Intentional Teaching
- Process- How Children Learn

With the recent update and revision of the Standards to now include Standards for Infants and Toddlers, we have expanded upon these four components and created the following table which now includes the continuum of birth through five curricular elements as well as have pulled out additional information about families and the role of assessment within curriculum which can be viewed at the bottom of the table.

Components of Curriculum Responsive care and education	Infant (Young infant 0-8 months, mobile infant 6-18 months and older infant 18-36 months)	Toddlers (Young toddlers and older toddlers)	Preschool (young preschoolers and older preschoolers)
Content *What children should know, Understand and be able to do*	Rhode Island Early Learning and Development Standards	Rhode Island Early Learning and Development Standards	Rhode Island Early Learning and Development Standards
Context *Environment, Routines/Schedules,*	Defined by the infant's focus and interests; informed by Early Learning	Promotes engagement, gathering and making sense of their world developing	Classroom setting is arranged in learning centers based on children's interests. Centers are

Materials and Group Size	and Development Standards. Consistency of caregiving based on the infant's routine (schedule), Individualized with interactions with adults and other infants (group size). High quality materials are new and familiar	security and an emerging sense of identity. Small groups are preferred. Provide opportunity to engage larger groups while maintaining child's individual preferences. High quality materials are new and familiar	designed to facilitate child choice and stimulate learning within or across domains and content area. Various group sizes with formal and informal structures. High quality materials are new and familiar
Teaching and Facilitating *Teacher's Role* *Relationships* *Intentional Teaching*	Observes and reads cues of infants; provides responsive caregiving and ensures consistency throughout the day as much as possible.	Uses information gathered through observation, RIELDS, as well as knowledge of the individual child to develop an individualized plan based on the child's needs and learning. Ensures consistency throughout the day as much as possible.	Uses information gathered through observation, RIELDS, as well as knowledge of the individual child to plan a schedule and activities to support learning across the 9 domain areas.
Process *How Children Learn*	Learning evolves with exposure to concepts, interactions, play and experiences.	Learning evolves with exposure to concepts, interactions, play and experiences.	Learning emerges through exposure to concepts, interactions, play and experiences.
Families connection to curriculum	Critical to the development of an effective and individualized plan, based on infant need for consistency in routines across settings.	Critical to the development of an effective plan, based on toddler needs for consistency in routines across settings.	Uses information from families to design learning activities, routines and environments that will support children's learning across the 9 domains.
Assessment connection to curriculum	Observes daily actions and behavior of infants as a means to inform planning	Observes daily actions and behavior of toddlers as a means to inform planning	Engages in long-term authentic assessment that is inclusive of multiple methods of data

	and practice. Uses evidence based tools to ensure the progression of development and learning.	and practice. Uses evidence based tools to ensure the progression of development and learning.	collection. Assessment information is regularly analyzed and used to inform practice.

II.   Curriculum Alignment Process

Historically, RIDE has supported programs in developing their own curriculum frameworks through professional development and technical assistance. While this still remains a predominant way in which the field learns about the curriculum, there were several factors which prompted the Department begin an RFP process in which it looked at vendor/publisher developed curriculums and their alignment to the 2013 Standards. This choice was influenced by the fact that with advent of the new Standards, a key opportunity existed for alignments between curriculums to be conducted, second, there are also many more curricular choices available to the community than when the old Standards were developed in 2003, and lastly, with states Race to the Top- Early Learning Challenge grant the Department wanted to provide additional information to programs which might assist their overarching quality improvement plans.

The curriculum review process began spring 2013 with a survey which was sent to the field soliciting information on currently used pre-purchased curriculums. The intent of the survey was to gather information which would help inform which vendors/publishers were invited to submit alignments for review. Of the 12 vendors asked to participate a total of 7 vendors submitted their curriculums for review. Vendors were asked to provide a detailed technical report showing the corresponding alignment between their curriculum and the Rhode Island Early Learning and Development Standards. Additionally, all vendors were asked to submit full copies of their curriculums to assist with the review. Curriculums submitted for review were looked at according to the following criteria:

• The curriculum includes goals and objectives for children's learning and development that the curriculum seeks to foster.

• The curriculum is evidence based and articulates a theoretical and/or research-base for its approach and how the curriculum utilizes theory and/or research as a basis for making decisions about experiences provided for children. The curriculum may also have empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology.

• The curriculum is clearly designed for use with children between birth and sixty months and includes information about the ages it is designed for.

• Demonstrates a balance of opportunities for teacher and child directed instruction.

• Provides clear information for educators on how the curriculum may be modified for diverse learners in order to facilitate each child's progress toward the expressed goals and objectives (including features of the physical environment, scheduling, specific experiences, and adult-child interactions).

• Provides a means to assure that the environment, activities and interactions children experience are appropriate for individual children by collecting on-going information on individual children that is used to gauge how each child is making progress toward the curriculum's stated goals and objectives for children's development and learning, and to plan experiences that facilitate individual children's growth and development.

• Relevant information pertaining to the alignment with the Head Start Child Development and Early Learning Framework and K-12 Common Core.

III.   Curriculum Review Committee

The Curriculum Review Committee consisted of Rhode Island Department of Education employees with expertise in early childhood. This six person review team met for the purpose of reviewing curriculums submitted by publishers and companies desiring their products to be listed for use on the Rhode Island Department of Education's Curriculum Resources page. Each member conducted a detailed review of specific domains as well as an overarching review of the curriculum which was guided by a rubric using the indicators above. Each individual score was used for the purposes of discussion and upon completion the team settled upon one consensus score across each domain.

IV.   Submissions

Curricula	Age Group	Description of the Curriculum	Publisher
Creative Curriculum for Infants and Toddlers, 2nd edition Revised	Infants and Toddlers Birth to age 3	A curriculum system that offers step-by-step guidance on curriculum, assessment, professional development and family connections through the use of Teaching Guides.	Teaching Strategies, LLC
Creative Curriculum for Preschoolers	Preschool 3 and prekindergarten 4 classes	A curriculum system that offers step-by-step guidance on curriculum, assessment, professional development and family connections through the use	Teaching Strategies, LLC

		of Teaching Guides.	
Creative Curriculum for Family Child Care	Infants, toddlers, preschoolers and school age children birth through 12	A curriculum system that offers step-by-step guidance on curriculum, assessment, professional development and family connections through the use of Teaching Guides.	Teaching Strategies, LLC
Big Day for Pre-K	Preschoolers ages 3 and 4	Big Day for Pre-K is a pre-packaged curriculum which includes detailed lesson plans, books and teaching materials connected to lessons for each day.	Scholastic
HighScope Infant, Toddler and Preschool	Children aged 0-5	HighScope is a complete curricular system which includes defined curriculum content areas for each topic and age group, assessment tools and a training model. The practices and content are flexible by design and stated to be easily adapted to individual needs and institutional requirements.	HighScope Educational Research Foundation
Tools of Mind, 6th edition	Children age 3 through 5	Tools of the Mind (TOM) is a curriculum program that focusses on the promotion of intentional and self-regulated learning in preschool- and kindergarten-aged children. Tools' instructional philosophy is inspired by the work of Russian psychologist Lev Vygotsky and grounded in a focus on self-regulation/executive functions in children.	Tools of Mind, 6th edition
Mother Goose Time for Preschoolers	Children 2 ½ to 5 years of age	Mother Goose Time is a pre-packaged curium with monthly packets of theme based, hands-on activities and crafts.	Experience Early Learning

		The curriculum comes with materials including posters and teacher displays.					

V.   How to Use and Interpret These Findings

RIDE will not be making recommendations on curriculums reviewed in this document; rather, the RIDE has compiled the consensus scores from the curriculum review. These scores are intended to provide information on each of the specific domains evaluated within the curriculum review.

VI.   Scores

Not Evident 1	Minimal 2	Satisfactory 3	Exceptional 4

Dimension	Mother Goose Time for Preschoolers	Tools of Mind, 6th edition	HighScope Infant, Toddler and Preschool	Big Day for Pre-K	Creative Curriculum for Family Child Care	Creative Curriculum for Preschoolers	Creative Curriculum for Infants and Toddlers, 2nd edition Revised
Aligned with the Early Learning and Development Standards (ELDS)	1.5	2.5	4	1.5	3	3	3
Be evidence based using sound research methodology and articulate a theoretical and/or	1	3	4	1	3	3.5	3

research-base for the approach and how the curriculum utilizes theory and/or research as a basis for making decisions.							
Include goals and objectives for children's learning and development that the curriculum seeks to foster	1	2.5	4	1.5	3	4	4
Clearly be designed for use with children between birth and sixty months and is clearly developmentally appropriate.	1.5	2.5	4	2	4	4	4
Demonstrate a balance of opportunities for teacher and child directed instruction	1	3	4	1	3	4	3
Provide clear information for educators on how the curriculum may be modified for diverse learners in order to facilitate each child's progress toward the expressed goals and objectives (including	2	4	3.5	1.5	2	3	3

features of the physical environment, scheduling, specific experiences, and adult-child interactions)							
Provide a means for the collection ongoing information on individual children which is used to gauge how each child is making progress toward the curriculum's stated goals and objectives for children's development and learning, and to plan experiences that facilitate individual children's growth and development.	2	3	4	2	3	4	4
Developmentally appropriate schedule	1	2	4	2	4	4	4
Overall format	2	2	4	2	4	4	3

VII.   Conclusions and Next Steps

RIDE hopes that the results of the curriculum review will provide information which will assist educators in the development and/or selection of curriculum resources. These results are intended to serve as a guide in assisting educators in the selection of curriculum resources that are

aligned with the Early Learning and Development Standards. This list of by no means exhaustive, thus RIDE anticipates inviting additional submissions on an annual basis.